

## Personal Development: CITIZENSHIP KS4

### Curriculum core purpose. Intent

#### How does this curriculum fit into the OBHS Curriculum Specification?

Citizenship at KS4 fosters students' keen awareness of democracy, government and how laws are made and upheld. Students explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. There is also a focus on being a responsible citizen, managing money well and make sound financial decisions.

Curriculum is fit for 21<sup>st</sup> century by providing students with knowledge, skills and understanding to prepare them to play a full and active part in society.

**How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning.** Citizenship at KS4 builds on students prior learning around democracy, government, and the rights and responsibilities of citizens, rules and laws and the justice system, function and uses of money.

#### How does this curriculum respond to local and national agendas (e.g. SMSC, and BV)

SMSC is embedded throughout Citizenship with every lesson closely intertwined to all aspects. British Values are again an integral part of Citizenship and are featured in all lessons.

Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>The skills focussed on are; explaining, recognising, predicting, demonstrating, assessing, analysing, identifying, comparing, justifying, discussing, summarising.</p> <p>Content includes: parliamentary democracy and key elements of the constitution of the constitution of the United Kingdom, different electoral systems used in and beyond the UK and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond, other systems and forms of government beyond the UK, human rights, the legal systems in the UK, diverse identities in the UK and need for mutual respect, money management.</p>	<p>Deeper understanding of democracy, government and the rights and responsibilities of citizens using a range of research strategies, weighing up evidence, making persuasive arguments and substantiating conclusions. Students experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p>	<p>Young citizens provides lots of teaching materials and resources, Common Sense focuses on digital citizenship resources, Action Aid, Amnesty International, UNICEF, Barclays Life Skills, Criminal Cases Review Commission.</p>
<b>Feedback, assessment and progress.</b>		<b>Habits</b>

How are students assessed? How does this demonstrate progress?

*Assessment is an integral part of Citizenship learning and development process. Its purpose is to check whether success criteria has been achieved. Assessment for learning is particularly beneficial as it promotes students' skills of learning how to learn and lets them take responsibility for their own learning. It helps students to recognise where they are in their learning, where they need to go, and how best to get there. Self-assessment tools are regularly implemented in learning phases including colour coding, highlighting, ticking statements before and after, with extended writing personal opinion questions reflecting on students own ideas and opinions.*

How do children receive feedback on their learning?

*Students are marked on extended writing tasks, including SPaG, their level of explanation and justification of opinion. Verbal feedback from peers and members of staff.*

How is feedback used to inform planning/ SoL?

*Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. In class AfL is used to develop future learning phases.*

*Resilience – safe classroom environment where students can express their ideas without fear of judgement or criticism. Know how to be respectful to all citizens.*

*Independence – students think of their own targets, independent work particularly on extended writing tasks. Active citizens both in and outside of the classroom.*

*Ambition – students encouraged to complete high levels of challenge. Aim high, explore all opportunities.*

*Collaboration – many group activity tasks planned throughout. Lots of class discussion. Benefits of citizens working together.*

*Creativity – explore different ways to look at problems – particularly looking at solutions.*